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LEARNING DESIGN FRAMEWORK (LDF)

Section	Learning and Teaching		
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PURPOSE

The Learning Design Framework (LDF) outlines the education principles and design methodologies, consistent with NMIT's Learning and Teaching policy, to enable developers to create programmes and courses.

In particular, it will guide NMIT's use of blended learning as a fundamental course delivery model.

A set of recommended course designs will be provided as the basis for any new or redeveloped courses.

An associated toolkit will provide further guidance on design and development processes

OBJECTIVES

- To define the high-level learning and assessment design principles used at NMIT
- To define NMIT's learning design methodology
- To define NMIT's approach to blended learning
- To define a framework for sharing good practice in the use of technology enhanced learning
- To outline a set of recommended course designs and a learning design toolkit

PEDAGOGY – LEARNING AND TEACHING APPROACHES

The underpinning theories and principles guiding the NMIT delivery model are based upon well-established and emerging educational theory and practice. Biggs' model of Constructive Alignment provides us with a broad methodology to work with to ensure graduate outcomes, learning activities and assessment are well aligned.

UNDERPINNING LEARNING THEORIES

- **Associative learning** - ideas and experiences reinforce one another and can be linked to enhance the *learning* process structured tasks such as practice but most often listening, *e.g. online assessments to improve student recall.*
- **Constructivist learning** - learners are actively engaged involved in knowledge construction as opposed to passively receiving information real world activities often with a social aspect. *e.g. use of online forums to structure collaboration.* This perspective can be further divided into cognitive (learning as an internal intellectual process) and social constructivist (peer learning through collaboration). The Constructivist theory of learning with its emphasis on experiential learning, inquiry-based learning, collaborative learning, project-based learning and work-based learning sit well within the Constructive Alignment Model.
- **Situative learning** - learning is sited in a specific real-life context and embedded within a particular social and physical environment *e.g. a simulated case study or virtual environment.*
- **Heutagogy** is a concept that emphasises the importance and value of developing self-determined learners concentrating on learning how to learn.

At the heart of all of these approaches, the learner is an active participant and an understanding of both and the inquiry process and effective reflection are core skills.

Expert learners need support to develop competencies and capabilities enabling them to achieve at higher levels. Capable independent and self-determining learners thrive on inquiry based approaches, readily engage in authentic tasks and expect an information-rich and connected working environment.

PRINCIPLES

LEARNING DESIGN

Learning Design refers to the process of explicitly designing learning activities, content, tools and supports to enable a learner to meet a specific learning goal. It also defines the process for ensuring that the learners' experience of a course is consistent with the statements about learning, teaching and assessment in the programme regulations and related policies. A well-developed learning design rationale will inform programme design as well as course development.

NMIT's learning design principles acknowledge the learner is at the core of our programme, course, and assessment design. It is important that the learner's experience and existing knowledge is recognised and utilised within the learning process.

NMIT is committed to using blended learning as a delivery model for increasing learner control over the time, place, path, and/or pace of his or her learning; for ensuring the relevancy and currency of its courses; and to enable staff to deliver high quality courses within its resource constraints.

NMIT will apply the following principles as part of its learning design processes:

- 1. Learner engagement:** Consideration shown to one or more of the following: a variety of activities including an authentic focus; learners are active & engaged with peers and staff; learners are able to reflect on and integrate the learning experience; cultural responsiveness.
- 2. Constructive alignment:** There are consistent, coherent and logical interconnections between graduate profile, intended learning outcomes, teaching/learning activities and assessment activities. Content to be appropriately structured & purposeful.
- 3. Activity-based and authentic tasks:** The topic design enables learning to be constructed through the use of activities and/ or supported by interpersonal communication. (Topics are not driven by information transference).
- 4. Authentic assessment:** Assessment tasks are based around real-world tasks and/or contexts.
- 5. Constructivist approach as appropriate to the learning context:** In what ways are problems, issues and activities situated for the learner using authentic examples that connect to the real world beyond the classroom. This includes acknowledging the appropriate level and types of learning, including a variety of learning styles.
- 6. Challenge learners and develop learner autonomy:** Consideration shown to how learners will be provided with opportunities to develop skills and knowledge through tasks that are problem based.
- 7. Feedback & practice:** Consideration given to how learners articulate and demonstrate to themselves and others what they are learning, supported by regular constructive feedback and social dialogue (tutor and peer).
- 8. Learner guidance:** Consideration shown as to how learners are supported and guided through their learning, demonstrating clear scaffolding to encourage greater learner responsibility. This also includes guidance on how to use technology in learning.
- 9. Pedagogically appropriate technology use:** Where technology is used, it should extend the potential for learning, and not be used simply for its own sake. Learner capability and support requirements will inform decisions regarding technology use.

The above list forms the basis of the TANZ eCampus NZ project learning design framework (2014) and has been adapted from JISC (2009) and is informed by the work of Oliver (1999, 2001), Oliver and Herrington (2001), AUTC, (2003), JISC, (2009), Kahn & O'Rourke, (2004).

ASSESSMENT

NMIT will apply the following principles in the design of assessment tasks

Assessment is most effective when:

1. Assessment is used to engage learners in learning that is productive.
2. Feedback is used to actively improve learner learning.
3. Students and tutors become responsible partners in learning and assessment.
4. Students are inducted into the assessment practices and cultures of tertiary education.
5. Assessment for learning is placed at the centre of subject and programme design.
6. Assessment for learning is a focus for staff and institutional development.
7. Assessment provides inclusive and trustworthy representation of learner achievement.

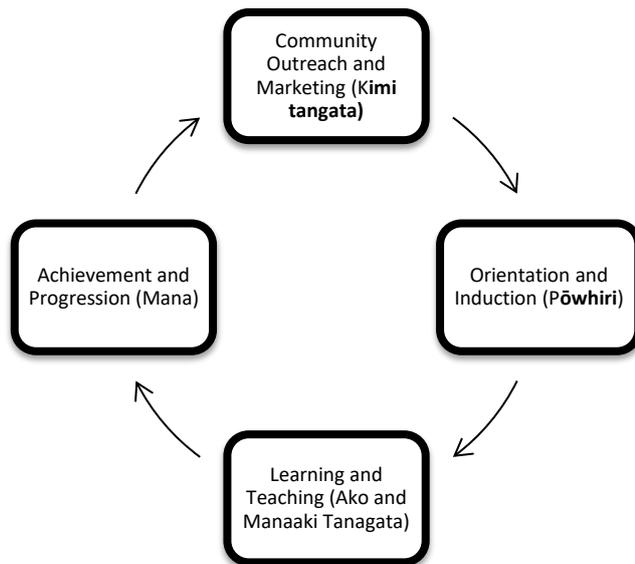
Assessment tasks must be valid and reliable and take into account tutor workload as well as that of the learner. Appropriate depth and timing of feedback has also been shown to have significant impact on learner motivation and achievement.

Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.

LEARNER JOURNEY

The overarching intent of the learner journey is to maximise student success through developing learner autonomy in an inclusive environment and to have robust systems and processes in place that trigger appropriate learner support in a timely manner. NMIT is committed to ensuring its learners have positive experiences that maximise their learning potential and encourage achievement of individual goals with successful outcomes. NMIT will provide an environment which is inclusive of learners from all cultural backgrounds and acknowledges the principles of the Treaty of Waitangi.

At the beginning of each learner's learning journey at NMIT they are given opportunities to discuss their existing personal strengths and weaknesses and how these will contribute to academic success. With the help of an allocated tutor or advisor, learners may develop their own Individual Learning Plan (ILP) identifying their learning goals, personal goals, timescales, resources and any support required to meet those goals. Authorised teaching and support staff will be able to view and add to the learners ILP and opportunities will be provided for the learner to regularly review and update their ILP with the allocated tutor or advisor.



Te Whare Tapa Whā underpins NMIT’s approach to the learner journey and a learners experience at NMIT. Te Whare Tapa Wha (Durie, 1998) is a holistic health and well-being model. In this model, hauora (well-being) is achieved through te taha hinengaro (psychological health), te taha wairua (spiritual health), te taha tinana (physical health) and te taha whānau (family health). Each dimension of hauora influences and supports the others. While this model has its origins in the Maori world, it has been successfully applied in a number of tertiary education contexts as a way of framing a learner’s experience and engagement i.e. their readiness to learn.

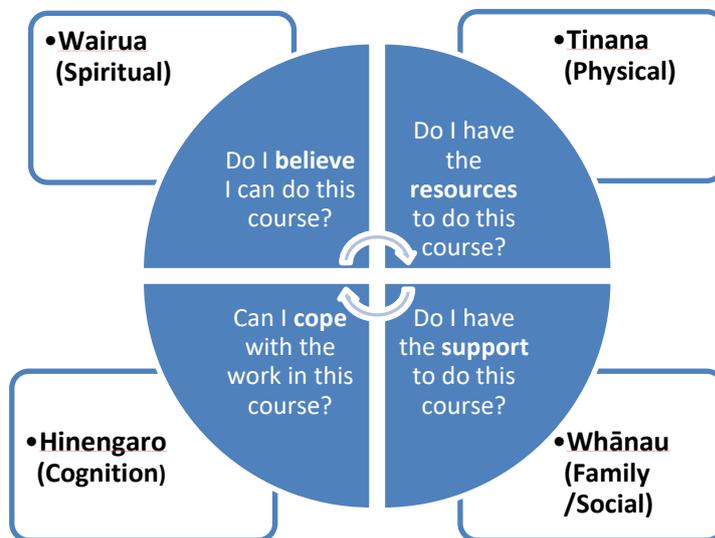


Image source: National Centre for Literacy and Numeracy for Adults:
<http://www.literacyandnumeracyforadults.com/resources/356137>

LEARNING DESIGN METHODOLOGY

Effective blended learning design integrates the development of expert learner strategies, inquiry based approaches and core transferable skills. The key role of the tutor is that of facilitator “the guide on the side” providing a teaching presence, monitoring and encouraging learner engagement

THE DESIGN AND DEVELOPMENT PROCESS

A structured team-based approach is used for learning design to ensure a high quality of learner experience is created and maintained

This includes:

- The appointment of an experienced and qualified educator as the lead developer for each course, along with a development team with appropriate skills and resourcing to create courses of the required quality
- Creation of a development plan with clear timelines and responsibilities, considering any technical and staff training requirements and acknowledging resource constraints for both development and delivery of courses
- Consultation with key support teams including the Learning Innovation and Insight Team, Learner Services and IT Services regarding course-specific activities, resources and support requirements
- A documented plan of how each course will be structured and assessed (a scheme of work), as well as a separate course outline or handbook to be provided to learners
- A review process that includes checks for compliance with NMIT Learning, Teaching and Assessment quality standards and guidelines as well as Programme Area expectations

A set of learning design toolkits will support this process, providing design rationales, templates, good practice guidelines and examples, quality standards and other support materials to enable consistent application of the learning design framework. These toolkits will be aligned with NMIT’s professional development opportunities, evaluation processes and research planning processes.

CONSTRUCTIVE ALIGNMENT

Constructive alignment is used as the overarching design methodology to ensure learner learning and assessments align with course and programme outcomes. In this, the tutor takes on a role of supporting and extending the learner’s learning through a focus on the educational process and learning activities more than on the subject content. One of its key principles is that what the learner does is more important in determining what is learnt than what the tutor does.

The constructive alignment methodology is also used within NMIT’s preferred teacher training qualification – The New Zealand Certificate in Adult and Tertiary Teaching.

LEARNING DESIGN SEQUENCE

<p>Describe the graduate profile</p> 	<p><i>What are the graduate characteristics?</i></p>
<p>Identify aim/broad outcomes</p> 	<p><i>What are we trying to achieve with this learning?</i></p> <p><i>How does this learning fit in with the learner learning context? The wider programme?</i></p> <p><i>What are the significant learnings and understandings learners need to learn?</i></p>
<p>Decide on approaches to learning</p> 	<p><i>What learning approaches underpin this discipline? Context?</i></p>
<p>Develop learning outcomes</p> 	<p><i>What will the learners be able to do/know/be at the end of this course of learning?</i></p>
<p>Design assessment activities</p> 	<p><i>How will we know learners have met this outcome? What evidence will show us this?</i></p>
<p>Create learning activities</p> 	<p><i>What key tasks will the learners participate in, in order to develop these knowledge, skills, attitudes, and provide the evidence of learning?</i></p>
<p>Decide on learning support and resources</p> 	<p><i>What sequence will best scaffold the learning?</i></p> <p><i>How will we organise the learning to meet the requirements above?</i></p>
<p>Determine learning evaluation tools</p>	<p><i>How will we evaluate:</i></p> <ul style="list-style-type: none"> - <i>Learning design and course readiness?</i> - <i>Learner achievement?</i> - <i>Teaching quality?</i> - <i>Learner learning?</i>

KEY COMPONENTS OF THE CONSTRUCTIVE ALIGNMENT DESIGN METHODOLOGY

Learner profiles

Programme and course development will include a process for profiling potential learners to ensure aspects of their skills and motivations are addressed as part of programme and course design. NMIT will provide an environment which is inclusive of learners from all cultural backgrounds and acknowledges the principles of the Treaty of Waitangi.

Graduate outcomes and core transferable skills

Each programme has identified a graduate profile to outline the capabilities of the graduate as a result of achieving the specified programme of study or training leading to the award of a qualification. It defines the minimum level of skills, knowledge, understanding and attributes a graduate awarded the qualification can demonstrate.

A set of core transferable skills have been identified which can be customised for each programme (*Refer: NMIT Academic Statute*). In combination with the graduate outcomes, these skills represent the key requirements for employers and other stakeholders.

The design process must ensure both the graduate outcomes and the core transferable skills are explicitly addressed in the methods of assessment as well as the content of the assessments used within courses.

Learning and teaching approaches

Key learning and teaching approaches applied within programmes and courses must be consistent with the acquisition of the graduate outcomes and core transferable skills as well as their application within the destined workplace or community context.

NMIT encourages the use of inquiry-based learning or experiential learning as the default learning approaches where at all possible. Where appropriate, designers should consider opportunities for research outputs from these approaches for both learners and staff, particularly in Degree programmes.

Course learning outcomes

Learning outcomes must address the content, skill and knowledge requirements as well as the graduate outcomes and core transferable skills.

Learning outcomes must be appropriate to the NZQA level of the course and be consistent with a learning taxonomy such as the SOLO taxonomy or Blooms revised taxonomy.

Refer: <http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf> (page 10-21)

Assessment

Both formative and summative assessment tasks must be informed by the core transferable skills and graduate outcomes as well as the domain-specific requirements for the subject knowledge and/or competencies.

Assessment for learning is as important as assessment of learning and peer and self-assessment have a place in developing a learner's autonomy.

Learning activities

Learning activities must be designed to engage and scaffold learners from their initial knowledge and skill base to successfully achieve the assessment tasks.

Where at all possible, learning activities should be consistent with inquiry-based learning or experiential learning approaches.

Resources and support

Learning resources and content must be presented to serve the needs of the learning and assessments tasks rather than the other way around.

Selection of resources must take into account cost of production and maintenance as well as suitability for learners. Both the quality and the ability to re-use resources in multiple contexts is also an important consideration.

- Resource selection must acknowledge the power of the internet and that developing a learner's ability to find, critique and re-use content is a core transferable skill.
- Preference will be given to use of freely available resources (e.g. open educational resources or material available from other sources), before selection of proprietary or licensed content or especially development of learning materials (whether they are funded collaboratively or specifically by NMIT).
- NMIT's use of learning materials will be consistent with any copyright or other intellectual property licenses that may apply.

Support requirements must be explicitly identified, including the role of the tutor and other support staff, the learning environment and any technical requirements.

Where a market has been identified for the delivery of fully online courses, materials must be developed in such a way that they are re-usable for both online and blended delivery.

Evaluation

Good learning design includes intentional decisions on how both the course design and the effectiveness of activities and assessments are evaluated.

- Course designs will be reviewed to ensure they meet NMIT quality standards prior to delivery (NMIT has adopted the TANZ Quality Standards for all online courses and courses with a significant online component). Standard processes for peer review, moderation and consistency arrangements and PLATO will include an evaluation of the appropriateness of the learning and assessment approaches for achieving the course and programme outcomes.
- Tutors will regularly seek opportunities for gathering learner feedback.
- The teaching as inquiry model is the recommended method for intentionally planning course improvements and then gathering learner feedback and other evidence to demonstrate impacts. This process is another expression of ako (teaching as learning) and naturally leads to focused personal capability development planning and collating a portfolio of teaching practice to support professional development and appraisal processes.

Refer: <http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Teachers-as-learners-Inquiry/Teaching-as-inquiry> and <https://akoaooteaoroa.ac.nz/collecting-evidence>

FLEXIBLE EDUCATION

Flexible Education is a learner-centred approach to education and training that encompasses a range of pedagogies, delivery modes and teaching strategies. Flexible education is, above all else, about increased choice for the learner – choice in time, place, access, learning style, mode, tools, pace, sequence of experiences, institution and content.

Flexible approaches emphasise the Constructivist and Situative theories of learning, where the learner's role is an active one rather than a passive one and with the teacher's role as facilitator. Success as a learner and as a teacher depends on continual reflection by both parties on the effectiveness of both their learning and teaching. Opportunities also exist for exploring cross-course or even cross-programme projects and assessments to support more authentic tasks and interactions.

NMIT has identified blended learning and fully online courses as its preferred delivery models within the flexible education spectrum.

BLENDED LEARNING

Blended learning involves leveraging digital technologies to afford each learner a more personalized learning experience, meaning increased learner control over the time, place, path, and/or pace of his or her learning.

The definition of blended learning is a formal education program in which a learner learns:



at least in part through online learning, with some element of learner control over time, place, path, and/or pace;



at least in part in a supervised brick-and-mortar location away from home;



and the modalities along each learner's learning path within a course or subject are connected to provide an integrated learning experience.

(Clayton Christensen Institute)

The intent of a blended learning approach is to carefully match the learning design to the desired learning outcomes, taking into account the nature of the concepts and skills to be learned, and the potential contributions of available technological and traditional tools and approaches for enhanced learning.

Key assumptions of blended learning:

- Thoughtfully integrating face-to-face and technology supported learning approaches
- Fundamentally rethinking the course design to optimize learner engagement and the alignment between learning outcomes, learning tasks and assessments
- Restructuring traditional class contact hours, and potentially altering the learning environment and contexts

(Adapted from Garrison & Vaughan, [2008] and QUT Blended Learning - <http://www.els.qut.edu.au/blendedlearning/index.jsp>).

FULLY ONLINE COURSES

This definition of blended learning excludes fully online courses as they have minimal or no requirement for the learner to be located on an NMIT campus and the lead tutor facilitates the course primarily via the online environment. Online courses have additional development and support requirements and quality assurance processes as defined by both NMIT and NZQA. However, this learning design framework and the associated toolkit will still apply to the design and development of fully online courses.

When developing online courses for programmes that will also have campus-based deliveries, the details of individual learning activities may be varied across the two modalities depending on the discipline and other practical considerations. However, where at all possible the core learning materials and assessments will remain consistent.

DRIVERS AND CONSTRAINTS

NMIT is striving to ensure successful outcomes for learners, to personalise their study according to learning style, initial capabilities and time and place of study, while operating within tight financial constraints. At the same time, information technology is having significant impact on home and working lives. NMIT is responding to this to ensure graduates are work-ready and have the skills to take advantage of such an information-rich and connected environment. This framework will assist in identifying opportunities for leveraging the growth in internet access, mobile computing devices and other digital technologies to offer new ways to integrate theory and practice and to support active, authentic, experiential and collaborative learning and assessment.

By its very nature, blended learning will require a shift in resourcing to support course development as the preparation for delivery shifts to be more complete prior to delivery and support services and technology infrastructure requirements specified.

Details on the rationale for using blended learning are provided in Smythe, M (2012) Blended learning – a literature review and Sturrock et al (2012) Discussion paper: an NMIT definition of blended learning.

STRUCTURAL MODELS

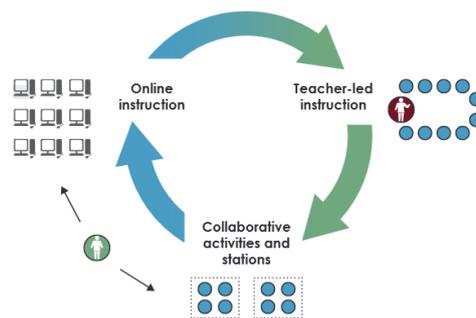
NMIT has identified four of the Clayton Christensen Institute models of blended learning as useful constructs to support the adoption of a blended learning delivery model. Providing a set of recommended course designs based on these models will simplify initial course design and staff engagement with blended learning and help in planning for impacts on support systems, course development and professional development requirements.

All of these models support a wide range of pedagogical approaches and teaching strategies. The specific mix of online, campus and workplace learning will depend on the learning approach, learner capabilities and other design considerations and constraints.

The majority of blended-learning programmes at NMIT will resemble one of three models or in some cases a combination of them: Rotation, Flipped classroom, Flex and Enriched virtual.

1. ROTATION MODEL

A model in which within a given course or subject, on-campus learners rotate between learning stations and modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, off-line assignments, technical laboratories and workshop facilities supporting practical tasks. Off-campus activities may include completing homework or self-directed tasks, work-based experiences or fieldwork and may be supported online.



VARIATIONS

Tutor role

- Campus-based Tutor leads instruction across all modes and locations
- Lead Tutor can be supplemented by other support staff such as tutorial assistant, learner advisor, personal coach, technical support, library staff

Activity locations

- Classes are timetabled and primarily campus-based
- All types of activities can be within a single learning space or distributed
- Some activity locations can be specialized workshops, laboratories, computer labs or the Library
- Use of personal devices brings computer labs into classroom and/or field/workplace and supports integration of theory and practice

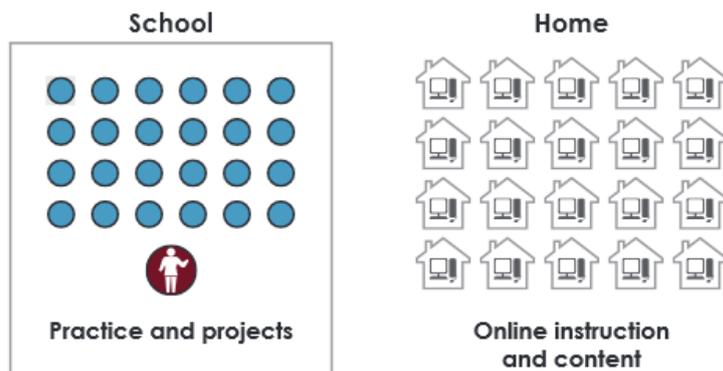
Rotation

- Learners rotate on a schedule or according to an individual path
- Learners rotate as a complete group, separate groups or individually

2. FLIPPED CLASSROOM MODEL

The flipped classroom is a model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.

The flipped classroom is a variation of the rotation model, however the rotation usually happens between campus and a student's choice of location (often home, but could also be on campus).



VARIATIONS

Tutor role

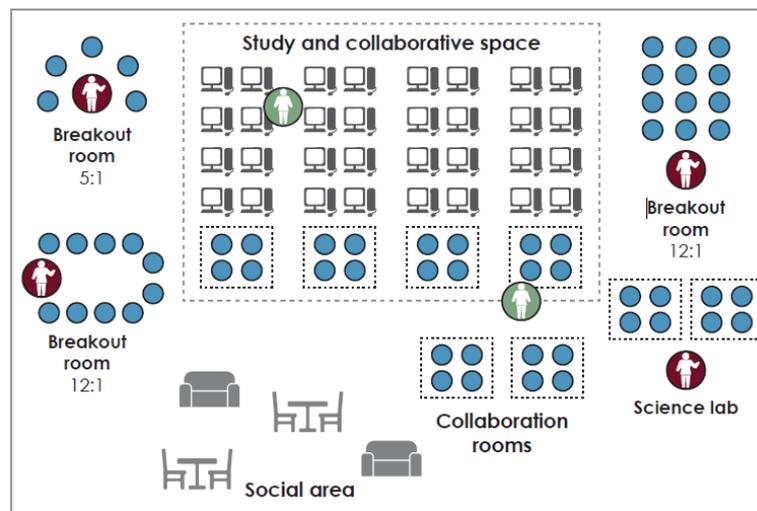
- Tutor leads instruction across all modes and locations and is campus-based, although also interacts online
- Tutor can be supplemented by other support staff such as tutorial assistant, learner advisor, personal coach, technical support, library staff

Activity locations

- Classes are timetabled and primarily campus-based
- Timetabled class time is primarily for tutor-led group interactions, practical tasks and personalized support NOT content delivery
- All types of campus activities can be within a single learning space or distributed

3. FLEX MODEL

A programme in which the online learning is the backbone of learner learning, even if it directs learners to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities, and the lead teacher is on-site. The teacher- or other support personnel provides face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, and others have minimal, but learner choice over time, path, pace and place is central.



VARIATIONS

Tutor role

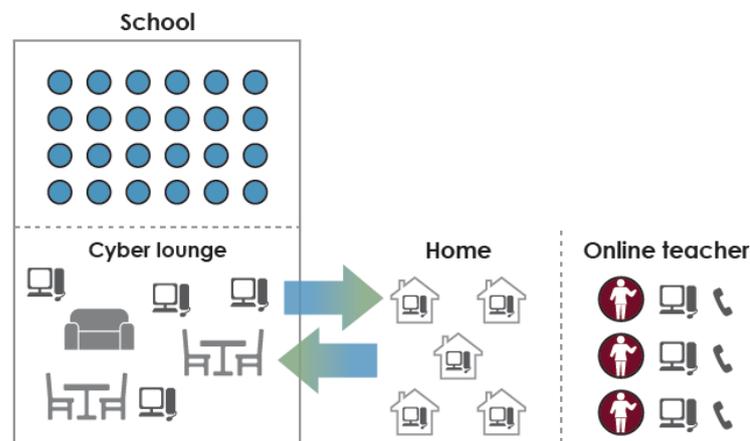
- Tutor leads instruction across all modes and locations and is campus-based, although also interacts online
- Tutor can be supplemented by other support staff such as tutorial assistant, learner advisor, personal coach, technical support, library staff

Activity locations

- Learners access most content and learning guidance online, although some tasks and assessments may need to be performed offline
- Classes may be timetabled although there is a preference for allowing learners to work at their own pace and place where appropriate
- Any timetabled class time is primarily used for peer interactions, access to specialist equipment and personalized support NOT content delivery
- Use of personal devices brings computer labs into classrooms and other contexts such as the field or workplace and supports integration of theory and practice

4. ENRICHED VIRTUAL MODEL

A model in which learners have required face-to-face learning sessions with their lead teacher and then are free to complete their remaining coursework remote from the face-to-face teacher. Students do most of the course work online at home (or workplace), however come onto campus occasionally for workshops, block modules, facilities access, tutor meetings, and peer-networking opportunities and/or support. The same person generally serves as both the online and face-to-face teacher. In some situations, this lead teacher may even be associated with another institution, but arrangements have been made to provide localised access to support or services. In this case, support could be in the form of regular drop-in sessions, use of general learning spaces and support services or access to specialised equipment (e.g. lab or video conferencing).



VARIATIONS

Tutor role

- Online and/or remote Tutor leads instruction across all modes and locations
- Tutor can be supplemented by local support staff such as tutorial assistants, learner advisor, personal coach, technical support, library staff

Activity locations

- On campus activities are scheduled and occur regularly through the course,
- All types of campus activities can be within a single learning space or distributed and are primarily used for peer interactions, access to specialist equipment and personalized support NOT content delivery

LEVEL OF TECHNOLOGY ENHANCEMENT – 3E FRAMEWORK

The types of technologies used to support blended learning will evolve over time. Depending on the capabilities of both staff and learners and limitations of infrastructure and other technology tools, relatively simple technologies may initially be used in relatively simple ways. As both participant capabilities and infrastructure improve, more sophisticated tools and approaches may become appropriate, either within individual courses or as a learner progresses through a programme.

The 3E framework provides a useful guide for indicating how the use of technology tools are enabling blended learning as well as supporting a progression towards learner autonomy.

Recognising the iterative nature of adopting technology, the 3E Framework is based on a tried and tested Enhance-Extend-Empower continuum for using technology to effectively support learning, teaching and assessment across disciplines and levels of study. The three broad stages within the continuum are:

- **Enhance:** Adopting technology in simple and effective ways to actively support learners and increase their activity and self-responsibility
- **Extend:** Further use of technology that facilitates key aspects of learner's individual and collaborative learning and assessment through increasing their choice and control
- **Empower:** Developed use of technology that requires higher order individual and collaborative learning that reflect how knowledge is created and used in professional environments

Judgements of which stage applies can be made at the level of individual learning activities as well as across an entire course. The 3E framework will form a key element of supporting continuous development and for providing examples of how technologies can enable specific learning approaches and activities. Further details are provided in the Toolkit.

IMPLEMENTATION

Teaching staff and academic support teams will be expected to utilise this document within programme development and course redevelopment processes, with Curriculum Managers setting priorities as part of their annual planning cycle. All course and programme developments will include checks to ensure priority aspects of the learning design framework are being addressed.

TOOLKITS

Learning design and blended learning toolkits will be developed to support consistent adoption of the learning design framework and the selected blended learning models. The toolkits will incorporate a mix of reference materials, self-assessment tools, guidelines, workshop materials, templates and searchable examples of good practice and training materials covering:

- Design and development processes
- Extended examples of implementing blended learning
- Quality standards and style guides
- Examples of technology enhanced learning activities using the 3E framework
- Evaluation processes
- Self-assessment tools, training materials and support options

OUTCOMES AND MEASURES

Using this framework is anticipated to inform good practice in implementing blended learning and design of effective courses. Expected outcomes and measures will include:

- Tutors are competent in using the learning design framework and they collaborate and share their design work.
- Technological choices are made in a pedagogically informed way.
- Tutors can demonstrate that learning activities are linked to outcomes and assessment strategies;
- Courses/modules are 'improved' in relation to learning and teaching (better student feedback, improving EPI's).
- Courses designed using the framework meet NMIT quality standards
- Growth in adoption of blended learning models and NMIT-specific case studies
- Higher percentage of courses at the extend and empower levels of the 3E Framework
- Evidence in programme area SAR reports of meeting stakeholder expectations

REFERENCES

INTERNAL

- [Academic Statute s3 Academic Regulations](#)
- [Assessment policy](#)
- [Learning and Teaching at NMIT](#)
- [Moderation Policy](#)
- PLATO
- [Recognition of Academic Credit \(RAC\) Policy](#)
- [Self-Assessment Policy](#)